

California Postsecondary Education Commission

Improving Teacher Quality State Grants Program

Project Description

Project Title	California Science Project Teacher Retention Initiative (CSP TRI)		
Grant Amount: \$1,500,000	Grant Period: May 1, 2006 – April 30, 2011		
Grade Level: K through 12	Subject Matter: Science		
Institute of Higher Education	<input type="checkbox"/> University of California, Los Angeles		
Local Education Agency	<input type="checkbox"/> El Centro School District		
Additional Partners:	<input type="checkbox"/> University of California Office of the President (UCOP) <input type="checkbox"/> CSU Chancellors Office <input type="checkbox"/> Fresno Unified School District <input type="checkbox"/> Los Angeles Unified School District (LAUSD) <input type="checkbox"/> New Teacher Center		
Need for Project/ Population To Be Served:	<p>Recent studies of California teachers indicate that nearly 27% of teachers with single-subject certification leave the public schools within four years. If current trends persist, nearly 25% of new teacher hires will be needed just to replace the other recently hired teachers who leave public schools. In high poverty schools, the retention crisis is heightened by a disproportionate number of teachers who lack teaching experience and a teaching credential. Simultaneously, it is especially difficult to find teachers with technical content knowledge in mathematics and science as well as knowledge of instructional practice and classroom management. Thus, there is a need to find ways to retain teachers that are qualified high poverty schools where the working conditions support them to stay.</p>		
Project Goals:	<p>This proposal responds to this challenge to organize the work of teachers by focusing on the retention of middle and high school science teachers within the context of their departments and more broadly their school communities. As a result, with respect to teacher retention, the primary goal of the proposed effort is to increase the retention of teachers at the school level with a secondary goal of increasing overall retention within the teaching profession. While both forms of retention are sought, the primary goal is retention at the school since keeping teachers in the profession but having them move to more “desirable” schools does little to increase the quality of education in high need or program improvement schools serving large proportions of economically disadvantaged and historically underserved students.</p>		
Summary of Activities:	<p>The CSP statewide office will develop an RFP for the proposed Teacher Retention Initiative. Submissions will be reviewed and recommended by the CSP Advisory Board. A project leadership team will oversee the implementation of the project. Sub-grantees will submit interim reports, be visited by the leadership team and participate in the collection of data for the proposed research. CSP TRI sites work with science departments in high poverty schools. It is anticipated that entire science departments will participate in the content institutes, participate in the structured mentoring programs, participate in Lesson Study type focus or study groups, engage in literacy and EL workshops, analyze student knowledge products, and support, enhance and tailor curriculum and science programs, all with the common purpose of enabling and sustaining student learning. The research will involve a longitudinal study of the retention of all program participants and a comparison group of teachers selected from comparable schools in the targeted districts; and (2) case studies of selected schools for more in-depth understanding of the implementation and impact of professional development and support activities on the performance and retention of science teachers.</p>		
Outcomes Expected:	<input type="checkbox"/>		
Teachers Served	1200	Students Served	108,000
Project Website:			
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